Contemporary Educational Psychology

EDITOR: Allen J. Edwards

Volume 8, 1983

ACADEMIC PRESS
A Subsidiary of Harcourt Brace Jovanovich, Publishers
New York London
Paris San Diego San Francisco São Paulo Sydney Tokyo Toronto

Copyright © 1983 by Academic Press, Inc.

All Rights Reserved

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the copyright owner.

The appearance of the code at the bottom of the first page of an article in this journal indicates the copyright owner's consent that copies of the article may be made for personal or internal use, or for the personal or internal use of specific clients. This consent is given on the condition, however, that the copier pay the stated per copy fee through the Copyright Clearance Center, Inc. (21 Congress Street, Salem, Massachusetts 01970), for copying beyond that permitted by Sections 107 or 108 of the U.S. Copyright Law. This consent does not extend to other kinds of copying, such as copying for general distribution, for advertising or promotional purposes, for creating new collective works, or for resale. Copy fees for pre-1983 articles are as shown on the article title pages; if no fee code appears on the title page, the copy fee is the same as for current articles.

0361-476X/83 $3.00

MADE IN THE UNITED STATES OF AMERICA

Contents of Volume 8

Number 1, January 1983

Sandra Fay Mark. To Succeed or not to Succeed: A Critical Review of Issues in Learned Helplessness. 1

Raymond S. Dean and Peter Amaechi C. Enemoh. Pictorial Organization in Prose Learning. 20

Raymond S. Dean, A. Alexander Garabedian, and Frank R. Yekovich. The Effect of Modality Shifts on Proactive Interference in Long-Term Memory. 28

Julia E. McGivern and Joel R. Levin. The Keyword Method and Children's Vocabulary Learning: An Interaction with Vocabulary Knowledge. 46

Géry d'Ydewalle, Anne Swerts, and Erik De Corte. Study Time and Test Performance as a Function of Test Expectations. 55

Avner Ziv. The Influence of Humorous Atmosphere on Divergent Thinking. 68

Dale H. Schunk. Developing Children's Self-Efficacy and Skills: The Roles of Social Comparative Information and Goal Setting. 76

Herbert J. Walberg and William J. Genova. School Practices and Climates that Promote Integration. 87

Papers to Appear in Forthcoming Issues. 101

Number 2, April 1983

Larry W. Brooks, Donald F. Dansereau, Charles D. Holley, and Joni E. Spurlin. Generation of Descriptive Text Headings. 103

James H. McMillan and Donelson R. Forsyth. Attribution–Affect Relationships following Classroom Performance. . . . 109

John R. Surber. The Influence of Decision Factors on What Is Reported in Free Recall of a Brief Narrative. 119

John R. Kirby and Michael J. Lawson. Effects of Strategy Training on Progressive Matrices Performance. 127

Carl Spring and Linda Perry. Naming Speed and Serial Recall in Poor and Adequate Readers. 141

MARGARET L. POTTER, JAMES E. YSSELDYKE, RICHARD R. REGAN, AND BOB ALGOZZINE. Eligibility and Classification Decisions in Educational Settings: Issuing "Passports" in a State of Confusion. 146

MARILYN KOURILSKY AND EVAN KEISLAR. The Effect of the Success-Oriented Teacher on Pupils' Perceived Personal Control and Attitude Toward Learning. 158

JOHN C. HOUTZ, CAROL D. LEWIS, DENNIS J. SHANING, AND ROBERT M. DENMARK. Predictive Validity of Teacher Ratings of Creativity over 2 Years. 168

DOMINIC W. MASSARO AND JOY HESTAND. Developmental Relations between Reading Ability and Knowledge of Orthographic Structure. 174

MYRTO REPAPI, HARRISON G. GOUGH, KEVIN LANNING, AND COSTAS STEFANIS. Predicting Academic Achievement of Greek Secondary School Students from Family Background and California Psychological Inventory Scores. 181

DAVID W. JOHNSON, ROGER JOHNSON, MARGARET TIFFANY, AND BRIAN ZAIDMAN. Are Low Achievers Disliked in a Cooperative Situation? A Test of Rival Theories in a Mixed Ethnic Situation. 189

RESEARCH NOTE

DIANNE D. HORGAN. Preposition Errors and Abstract, Complex Thought. 201

PAPERS TO APPEAR IN FORTHCOMING ISSUES. 204

NUMBER 3, JULY 1983

JAMES M. ROYER. Reading: The Natural Interface between Developmental and Educational Psychology. 205

CAROLYN B. MERVIS. Acquisition of a Lexicon. 210

JOSEPH R. JENKINS AND ROBERT DIXON. Vocabulary Learning. 237

NANCY L. STEIN. On the Goals, Functions, and Knowledge of Reading and Writing. 261

SCOTT G. PARIS, MARJORIE Y. LIPSON, AND KAREN K. WIXSON. Becoming a Strategic Reader. 293

P. DAVID PEARSON AND MARGARET C. GALLAGHER. The Instruction of Reading Comprehension. 317

PAPERS TO APPEAR IN FORTHCOMING ISSUES. 345

NUMBER 4, OCTOBER 1983

PATRICIA F. HORAN AND ROSEMARY A. ROSSER. The Function of Response Mode in the Coordination of Perspectives. 347

P. T. SANJIVAMURTHY AND V. K. KUMAR. Test Mode Anticipation and Performance: A Classroom Experiment. 355

KENNETH A. KIEWRA. The Process of Review: A Levels of Processing Approach. 366

KATHLEEN T. ROBERTS AND LINNEA C. EHRI. Effects of Two Types of Letter Rehearsal on Word Memory in Skilled and Less Skilled Beginning Readers. 375

MARIBETH GETTINGER. Student Behaviors, Teacher Reinforcement, Student Ability, and Learning. 391

MARCIA D. HORNE, JAMES E. POWERS, AND PATRICIA MAHABUB. Reader and Nonreader Conception of the Spoken Word. 403

PAPERS TO APPEAR IN FORTHCOMING ISSUES. 419

AUTHOR INDEX. 420

SUBJECT INDEX. 422

CONTEMPORARY EDUCATIONAL PSYCHOLOGY

INFORMATION FOR AUTHORS

Contemporary Educational Psychology publishes articles dealing with empirical research and theory in psychology as related to the educational process. Since the process of education is a lifelong one, materials reflect the several life phases from neonatal to senescence and death. However, these stages are reflected in an educational framework, and articles and reviews must show a clear relationship to topic, data, and theory.

Specifically, the Journal contains articles that demonstrate the application of psychological methods and skills to the educational process. Both classroom and laboratory experimentation are relevant, particularly as they emphasize problem-solving. Instructional techniques may be reported, if adequate controls are used to demonstrate the validity of the findings. Theoretical contributions may include issues, comparisons, analyses, and the like as appropriate content.

A research critique of a selected educational topic and conclusions about implications for the field will be included as space permits. For instance, the topics selected for critique will reflect extensive research over a period of several years, so that consistency in findings and applications in the practical state may be explored.

The content of *Contemporary Educational Psychology* allows the identification of educational problems, both in and out of school, and relates the content of each issue to these problems.

Manuscripts for consideration should be submitted in triplicate to the Editor, Allen J. Edwards, *Contemporary Educational Psychology,* Department of Psychology, Southwest Missouri State University, Springfield, Missouri 65802.

Original papers only will be considered. Manuscripts are accepted for review with the understanding that the same work has not been and will not be published nor is presently submitted elsewhere, and that all persons listed as authors have given their approval for the submission of the paper; further, that any person cited as a source of personal communications has approved such citation. Written authorization may be required at the Editor's discretion. Articles and any other material published in *Contemporary Educational Psychology* represent the opinions of the author(s) and should not be construed to reflect the opinions of the Editor(s) and the Publisher.

Authors submitting a manuscript do so on the understanding that if it is accepted for publication, copyright in the article, including the right to reproduce the article in all forms and media, shall be assigned exclusively to the Publisher. The Publisher will not refuse any reasonable request by the author for permission to reproduce any of his or her contributions to the journal.

Form of Manuscript. Accepted manuscripts should be prepared on high quality bond paper with wide margins, using double spacing throughout. Three copies should be submitted; each copy must include all figures and tables. Each page of the manuscript should be numbered. The first page contains the article title, author's name, affiliation and address to which correspondence should be sent. Authors should not place their names on the manuscript itself. The second page should contain an abstract of not more than 150 words.

Authors are requested to follow the instructions given by the American Psychological Association *Publication Manual* (1974).

Abbreviations and Symbols. Do not use final periods with units of measure that are abbreviated (cm, sec, kg, etc.) in text or in tables, except for "in." (inch). Underline letters that represent mathematical symbols; these will be set in italic type. Unusual symbols should be identified in pencil in the margin the first time they appear.

Figures and Tables. All illustrations are to be considered as figures, and each graph or drawing should be numbered in sequence with Arabic numerals. Each figure should have a

descriptive legend, and these should be listed on a separate sheet of paper. Figures should be planned to fit the proportions of the printed page (4½ × 6¾ in.), and care should be taken that lettering on the original is large enough to be legible after a reduction of 50–60%. The original artwork should accompany the manuscript for photographing.

Tables should be typed on separate pages, numbered consecutively with Arabic numerals in order of mention in the text and placed at the end of the manuscript. All tables should have descriptive headings, typed double-spaced, above the table. Footnotes in the text should be identified by superscript numbers and listed consecutively on a separate page.

References. Literature references in the text should be cited by the author's surname and the year of publication, e.g., Roe (1960); Roe *et al.* (1961); Roe and Jones (1963, p. 150) (for reference to a specific page). If a reference has more than two authors, the citation includes the surnames of all authors at the first mention, but later citations of the same reference include only the surname of the first author and the abbreviation "et al." Suffixes a, b, etc., should be used following the date to distinguish two or more works by the same author(s) in the same year, e.g., (Roe, 1960a, 1960b). Literature citations in the bibliography should be arranged alphabetically according to the surname of the author. Journal titles should be written out in full rather than abbreviated. Please note the style of capitalization and punctuation for journal articles, books, and edited books in the following examples:

BETZ, E. L. An investigation of job satisfactions as a moderator variable in predicting job success. *Journal of Vocational Behavior,* 1971, **1**, 105–122.

TUCKER, I. *The psychology of adjustment.* New York: Academic Press, 1970.

CAUTELA, J. R., & WISOCKI, R. A. The use of male and female therapists in the treatment of homosexual behavior. In R. D. Rubin & C. M. Franks (Eds.), *Advances in behavior therapy.* New York: Academic Press, 1968. Pp. 165–174.

Proofs and Reprints. Galley proofs will be sent to the author with reprint order forms. Authors will be charged for alterations in excess of 10% of the cost of composition. Authors may order reprints using the order forms provided.